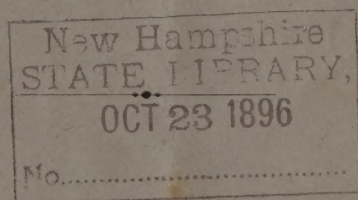


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ANNUAL REPORT
OF THE
SUPERINTENDING SCHOOL COMMITTEE
OF THE
TOWN OF WALPOLE, N. H.
WITH THE
HIGH SCHOOL REPORT,
1857-58.



KEENE:
PRINTED BY ISAAC STURTEVANT.
1858.

ANNUAL REPORT

1877

THE BOARD OF SCHOOL COMMISSIONERS

1877

THE CITY OF NEW YORK

1877

THE BOARD OF SCHOOL COMMISSIONERS

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ANNUAL REPORT

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REPORT.

TO THE TOWN OF WALPOLE:—

The amount of money appropriated to schools was as follows:

Raised by Tax,	\$2.122.00
Income from Fox Legacy,	60.00
“ “ Kilburn Note,	34.65
Received of State,	155.10
	<hr/>
Amount,	\$2.371.75

SUMMER SCHOOLS.

District No. 2. No school.

No. 3 was visited only at its commencement. It was kept by Miss CAROLINE F. FAY,—we believe her first term in office. She appeared faithful and competent, though perhaps somewhat wanting in confidence and energy.

No. 4 was taught by Miss SARAH F. PIERCE, who sustained her reputation as a faithful and efficient teacher. The scholars made good progress in their studies, exhibiting promptness and thoroughness in their recitations. The general appearance of the school was satisfactory.

No. 5. Miss MARY E. GROUT, teacher. This was a successful school. There was evidence of interest and faithfulness on the part of the teacher, and good improvement on the part of

the scholars. A fall term was also taught by the same teacher with like success.

No. 6 was taught by Miss JULIA A. MELLISH. This school was better than it promised at the opening. The teacher was inexperienced, and there was a want of discipline and thoroughness. Most of the scholars, however, were disposed to do well, and made considerable progress.

No. 7. No school.

No. 8 was kept by Miss EMMA J. MASON. In this school the pupils seemed orderly and studious, and the teacher interested to secure their improvement; and it made, we think, fair progress.

No. 9. In this school Miss CLARA TUFTS labored faithfully; and the smaller classes made good improvement. Some of the large scholars, however, in consequence of improper inclinations and want of interest, which the teacher was not able to overcome, did not make such progress as they might, or as they ought. There is a want of interest on the part of the parents. They visit the school too seldom.

No. 10. Miss IRENA WELLINGTON, teacher. This school, though not decidedly faulty, was not all we could have wished. The teacher seemed to labor faithfully, but there was a lack of interest, and the deportment of a few of the scholars was not very pleasing.

No. 11. The teacher engaged for this school was not approved by the Committee, but was set to work without certificate, as we learned. The school was not visited, and we have no report to make.

No. 12. This school was under the care of Miss E. F. THOMPSON, and was successfully taught and governed. The scholars were generally small, but were prompt in their recitations and behaved remarkably well.

No. 13, in charge of Miss MARTHA E. FAY, was a small school for the district. The teacher seemed to exert herself to make it a good one, and we believe it did well.

No. 14 was taught by Miss JANE MARCH. The scholars all tried to do well. The teacher said there had been no whispering

during the term, and her every request had been cheerfully complied with. As a whole it was a very successful school.

WINTER SCHOOLS.

No. 2 was taught by Miss MARION R. ALBEE for 16 weeks. This is a backward school, and one that requires much patience and perseverance on the part of the teacher. Miss ALBEE appears to be well adapted to the task. The school has done well. It is now in session again, under the same teacher.

No. 3 was taught by Mr. A. C. STONE, and appeared pretty well. The order of the school was fair—the instruction perhaps not quite so thorough as it might have been. When we were there, some classes were so poorly prepared for recitation as to make a notice of the fact proper in this place. This may have been unusual, for the progress of the school was evident; and we felt disposed, on the whole, to commend both teacher and pupils.

No. 4. Mr. EDWIN GUILD, teacher. This was in general a successful school. Yet at the close we noticed a disposition to whisper among the larger boys, and other improprieties not creditable to themselves. We are fully convinced that exhibitions at the close of the school are not calculated to promote the welfare of the scholars; but on the contrary, they take the time and attention that should be given to their studies and reviews. We approve of declamations and compositions once a week or fortnight during the term, but not of exhibitions at the close.

No. 5 was commenced and continued for four weeks by Miss MARY E. GROUT. We were in the school near its opening, and it appeared well; but subsequently the teacher was unable to maintain order—some of the scholars conducting with great impropriety, and showing a want of proper respect either for themselves or their teacher. Consequently Miss GROUT left the school. Mr. E. A. KEMP was employed to teach for the remainder of the term. He succeeded in quelling the insubordination and maintaining good discipline. His method of instruction was thorough and the school was very successful.

No. 6 was taught by Miss MARY E. ROGERS. She was young, and this was her first effort in teaching. However she seemed qualified in the branches to be taught, and for a time succeeded in keeping up an interest in her school. At our first visit we thought there was a fair prospect of success. But the closing examination showed a want of interest, and it was evident there had not been that improvement which we hoped for, nor that of which the school was capable of making. Yet the scholars were orderly and appeared to have made some progress.

No. 7 was an excellent school, taught by Miss E. A. KINGSBURY. Both teacher and pupils seemed to have labored with untiring assiduity. The Prudential Committee and other members of the district also showed deep interest in the school, and spared no pains to make it successful. The improvement was such as might be expected under such circumstances. We thought the rhetorical exercises were carried farther than is profitable for such a school. The school-house has been repaired during the year and comfortably and tastefully fitted up.

No. 8. We were much pleased with the appearance of the teacher, Mr. MARTIN WELLINGTON, in his school. He seemed to govern with ease, and yet well, and to be qualified to give all needful instruction to his pupils. Writing—too much neglected of late—received more attention, and the classes in Reading, Geography, Arithmetic and Grammar all reflected much credit upon their instructor.

No. 9 was taught by Mr. S. A. YORK. Considerable improvement was apparent in the discipline of the school. Near the middle of the term we were in, and found the scholars progressing well; but towards the close, the same evil of which we spoke in regard to No. 4 crept in—only in a worse form—so that the review of their studies was entirely neglected, and no preparation made for the examination.

No. 10. Mr. S. M. DINSMORE, teacher. We hardly know what we ought to say of this school in order to do justice to all; for while there are some fine scholars here, and most of them seemed to have made considerable progress in their studies, there was so much disorder and confusion as to mar the whole. The

discipline of the school was a decided failure, although we have no doubt the teacher had a sincere desire to promote its best interests.

No. 11, kept by Miss E. A. MARSH, was a small, but pretty good school. In no instance this Winter have we found scholars more diligent or better prepared in their lessons, though not as far advanced in their studies as some others.

No. 12. This school was commenced by Mr. F. N. GIBSON, who passed a good examination. But failing to secure the obedience of his pupils, he left at the end of 8 weeks. The school was continued by Mr. C. E. CHANDLER. At the closing examination the scholars were idle and disorderly, showing but little understanding of their lessons, and less care about their duties as pupils. As a whole it has been a long term of school, but as we think to little profit. We do not say where all the fault lies, but there is great need of reform somewhere to make this school what it ought to be.

No. 13 was taught by Mr. D. S. MANSFIELD, who appeared very diligent in his business and to have a desire to keep a good school. No school, however, can appear or do well unless strict discipline is maintained. In this respect the teacher failed, and the improvement of his pupils as well as the appearance of his school was necessarily injured in consequence.

No. 14 was taught by Miss MARCH—the same teacher as in Summer. We were not informed of the time the school was to close, and did not visit it except at its commencement; but from what we then saw, and from what we know of the success of the teacher, we presume it did well.

GENERAL REMARKS.

In closing our Report for the year, we regret to say that we cannot speak of the general prosperity and success of our schools as favorably as we did last year. As a whole they have been far below what they ought to have been. In several instances teachers have failed entirely. In some others there has been a

want of character and efficiency. True, there have been many bright spots, but too many dark ones.

Perhaps you will ask for the causes of this partial failure. These causes are too various and complicated to be mentioned in detail, yet we will venture one or two suggestions in regard to some of them. As a general thing we have found the teachers presented to us for examination, as well qualified in the branches to be taught as those of previous years; but when put to the work, they have failed in the management of their schools. Some who were well qualified to teach, had no ability to govern. Others, who seemed to have a sincere desire to do well, did not know how to awaken an interest in their pupils, or how to impart what they themselves knew.

We think this has been owing in a great degree to the youthfulness of many of our teachers. A large proportion of them were too young to have a commanding influence in the school-room. The habit of employing individuals of too little age and experience is one that operates to the injury of both teachers and schools. Without efficient teachers we shall not have profitable schools; and there will not be efficiency till there is some maturity of mind and character, whatever natural or acquired qualifications they may possess beside. Judgment and some acquaintance with human nature are as essential to success in school teaching as a knowledge of Arithmetic, Grammar and Geography. We believe many who would make good teachers are spoiled by beginning too early. They acquire a disrelish for their work, and abandon it forever, while if they had waited a few years longer they might have been highly successful. We feel that this is a matter of vital importance to our schools, although it is not one which the Superintending School Committee can control, as their duty is to see that teachers are qualified in the branches of study to be taught. But we urge it upon the attention of parents and Prudential Committees. Let not parents try to crowd their sons and daughters into our schools as teachers because they are good scholars, unless they are sufficiently mature to warrant the hope of success. Let not parental fondness seek for the boy or girl the place that needs all the

wisdom and experience of riper years. Let Prudential Committees look well to this matter, and soon one obstacle to the progress of our schools will be removed. You will understand that in these suggestions we refer not so much to want of years as want of maturity, ripeness of character and judgment in our teachers.

Another thing that has, as we think, operated to the injury of some schools, is the prejudice excited in the minds of scholars against a teacher by remarks of parents and others out of school and before it commences. The way is all prepared for failure, because scholars came to school at first with the *expectation*, if not *determination*, not to like the teacher. They are prepared for every form of insubordination. It needs the wisdom of the serpent, blended with the harmlessness of the dove, to succeed under such influences. If there are those who do not feel satisfied with the choice of teacher, instead exciting prejudice against him, or taking the part of the children in all their complaints, sustain him—cooperate with him till he is proved, and then if he fails the responsibility is his own. It is both cowardly and cruel to turn a cold shoulder to a teacher or stand aloof from him, and then reproach him for want of success. How few of those who are clamorous with complaints have seen the school, or are even personally acquainted with the teacher. Is this just? Go and see what he is doing before you censure. If your children come home with their grievances, investigate the matter and see who is in fault before you give your decision.

We must again urge it upon teachers to be more careful about introducing new text-books. There is yet by far too great a variety. In some of our schools they are almost like the frogs in Egypt.

We also call upon teachers to give more attention to their Registers. Many of them are so imperfect and incomplete that it is next to impossible to get at the facts. Let Prudential Committees bear in mind that if they pay a teacher before he has duly filled, signed and delivered his report, they are liable to the district for the sum paid. This point has been decided in our Courts.

We think much more attention should be given to Reading, Writing and Spelling in our schools. These are crowded out or kept in the background by what are termed the *higher* branches, many of which are lower in importance. Our scholars are generally poor readers and spellers compared with their other acquirements. Sometimes we find them familiar with the most difficult problems in Algebra or Geometry, while they will stumble at a simple question in orthography or punctuation.

There is too much of an inclination to press on to the ornamental branches before mastering the rudiments. This is partly the fault of teachers, but principally arises from a false idea of education too widely prevailing. The general tendency of things now is to place showy accomplishments before substantial wisdom. This is the demand made of our schools and academies. Education is too superficial. Much time is lost on those things which will never be available in practical life. A few things mastered are of more value than the smatterings of every kind of lore. The true principle in this matter is that which could guide a wise man in furnishing his house: First useful and necessary articles, then if his means will allow, the ornamental. But what a display of folly to secure the adornments, and always be destitute of the comforts and conveniences of life! So if our children have the time for the ornamental branches *after* the fundamental, so much the better; but they should never be allowed to displace what is of higher importance.

In conclusion we would say, that while we think our schools have not made such returns for the time and money expended as they ought to have done, yet this should be no occasion for discouragement. It should rather stimulate every one to greater exertions to remove all defects, and raise our schools to such a standard as will reflect honor upon the Town and make them the richest blessing to the rising generation. This good time will come when all are awake to the importance of the matter.

JOHN M. STOW,
THOMAS BELLOWS,
J. WM. KNIGHT.

TABLE I.

SUMMER SCHOOLS.

DISTRICTS,	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Length of School in weeks,	12	12	11	11	12	10	12	12	12		12	12	12
Ages of female teacher per month, including board,	12	17	\$16	\$14	\$13.32	8	8	\$18	14		\$16	11	16
Number of scholars 4 years and upwards,	17	17	27	14	12	13	13	23	22		30	14	22
Average attendance,	14	14	23.9	12	10	11½	20.2	156	18		29	12	15
Number of absences,	165	183	71	160	114	73	156	93	93		77	88	122
Number of tardinesses,	6	3	19	7	21	14	55	38	0		15	24	7
Number not absent,	3	5	4	2	1	7	1	0	0		7	2	3
Number not tardy,	11	20	4	13	4	2	7	10	0		20	4	18
Number not absent or tardy,	3	4	2	0	0	1	1	0	0		7	2	3
Number between 4 and 16 years,	17	26	14	21	12	13	23	0	22		30	13	22
Number over 16,	0	1	0	0	0	0	0	0	0		0	1	0
Number of visits of Superintending Committee,	1	3	2	2	2	2	2	2	2		2	2	2
Number of visits of Prudential Committee,	0	2	1	1	0	0	0	0	0		1	1	0
Number of visits of Citizens,	40	39	36	12	23	57	35	28			17	44	37
No School.													
No School.													

TABLE II.
WINTER SCHOOLS.

DISTRICTS,.....	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Length of School in weeks,.....	16	12	10	*9	12	16	12	12	12	10	14	14	10
Wages of male teacher per month, including board,	\$18	\$29	\$33	\$36	1	20	27	\$32	36	22	24.50	18	26
Wages of female teacher per month,.....	24	25	33	\$21	18	7	21	31	31	11.	46	23	18
Number of scholars 4 years and upwards,.....	16	18 ¹	285	20,13	12	63	18 ¹	27	26 ¹	10	31.6	19	16
Average attendance,.....	109	180	208	132	103	51	120	165	264	55	850	83	83
Number of absences,.....	17	58	33	17	39	4	60	118	200	79	180	30	5
Number of tardinesses,.....	2	1	3	4	2	2	2	5	3	2	0	1	2
Number not absent,.....	17	4	24	13	9	4	11	13	2	2	4	11	12
Number not tardy,.....	2	0	22	13	2	2	2	3	1	1	0	1	2
Number not absent or tardy,.....	24	22	27	19	13	7	15	27	7	11	43	5	17
Number between 4 and 16 years,.....	0	3	6	4	2	0	6	4	2	0	3	5	1
Number over 16 years,.....	1	2	2	3	2	2	2	3	2	2	3	2	1
Number of visits of Superintending Committee,....	0	0	2	2	2	2	0	0	3	0	4	2	1
Number of visits of Prudential Committee,.....	0	0	2	2	2	16	0	0	3	0	23	2	0
Number of visits of Citizens,.....	7	16	71	40	32	110	30	65	49	40		29	30

* Four weeks by female, 5 by male teacher.

REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEE

OF DISTRICT NO. 1.

PRIMARY DEPARTMENT.

Miss EDNA A. HALL had the care of this school during the first and third terms, and also commenced the second term; but on account of sickness she was obliged to leave it, and Miss FANNIE S. FOSTER was then employed to teach the second term. This school has been well taught the past year, and has been as orderly and studious as could be expected of one composed of so young scholars. If there is any defect that requires notice at this time, it is, we think, the want of punctuality. Parents should feel the importance of their children improving every day of the school term, if not absolutely detained by necessity.

INTERMEDIATE SCHOOL.

This school was taught during the year by Miss ROSETTE H. RUST—a faithful and efficient teacher. There has been a decided improvement in the deportment of the scholars. They also made good progress in their studies. The school is now well classified, and though it is not all we could wish, yet we are happy to say

that the past year has been of marked success and improvement. Both teacher and scholars are worthy of commendation.

HIGH SCHOOL.

Mr. A. P. RICHARDSON has had the charge of this school for the past year. It has been taught with admirable success, both in the art of managing the school and imparting instruction. Order was secured by mildness. Whispering was abolished. Obedience on the part of the pupils seemed to be voluntary, drawn out from feelings of respect and esteem. The good feeling manifested between teacher and scholars was very gratifying to the Committee and commendable to the school. This was shown in the very handsome gift of a writing desk, well furnished, accompanied by a note, presenting it as a simple remembrance for his untiring efforts in behalf of his pupils.

There are a large number of ~~scholars~~ ^{scholars}, but we have not known how to reduce them. The range of studies could not well be more limited. Thus fewer than we could have wished have received the benefit of each recitation, and the teacher's labors were greatly increased. Notwithstanding this disadvantage, the progress in the several branches was highly satisfactory, and at the examinations the scholars seemed to understand what they had studied. The public have shown the school unusual attention, having made it during the year 368 visits. We commend it as still worthy of their generosity and attention.

There have been quite too many dismissals. This is an evil that parents ought to try to check. It is quite important, also, that each scholar should attend the whole term, and not be taken out a few weeks before the close, and that they should go each term without omission. Those who stay out a part or the whole of a term break up the classes and are a hindrance to the others.

Mr. BENJAMIN WILLIS has continued to show his interest in the welfare of the schools, and his public generosity in the gift of the prizes which were awarded at the end of the second term. These prizes consisted of twelve books—four for each school.

They were costly and handsome volumes, suited to the ages of the different grades of pupils. We think they exert a good influence both upon the character and scholarship. It was his aim to do good to the young, and this is his reward. They have been presented for two years with evident favorable results.

THOMAS L. LATHROP,

JOHN M. STOW,

J. WM. KNIGHT.

TABLE III.

DISTRICT NO. 1.

	SPRING TERM.			FALL TERM.			WINTER TERM.		
	Primary Department.	Intermediate Department.	High School.	Primary Department.	Intermediate Department.	High School.	Primary Department.	Intermediate Department.	High School.
Length of school in weeks,.....	12	12	12	8	12	12	12	11	12
Whole number of scholars,.....	45	44	23	44	39	30	40	42	30
Number between 4 and 16 years,...	45	44	19	44	39	21	40	42	19
Number over 16,.....	0	0	4	0	0	9	0	0	11
Average attendance,.....	31.3	34	20.26	31.3	30	24.62	25.9	32	24.53
Number of absences,.....	347	325	100	403	231	188	371	265	125
Number of tardinesses,.....	27	22	20	170	31	36	40	31	41
Number not absent,.....	1	2	3	2	5	3	1	3	4
Number not tardy,.....	30	37	2	13	25	2	27	31	2
Number not absent or tardy,.....	1	2	2	1	4	2	1	3	2
Wages of teacher per month,.....	\$22	\$24	\$55.55	\$22	\$24	55.55	\$22	\$24	55.55
Visits of Superintending Committee,...	8	7	6	3	7	6	5	6	6
Visits of Prudential Committee,...	1	1	4	1	1	1	0	0	0
Visits of Citizens,.....	20	22	108	15	24	180	43	27	80

